

Shaw Heights Elementary

5121 Frierson Road
Shaw Air Force Base, SC 29152

Grades	2-3 Elementary School	
Enrollment	486 Students	
Principal	Helen M. Lee	803-666-2335
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	34	51	3	0

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Good	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Average	Yes
2006	Good	Excellent	Yes

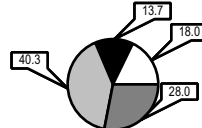
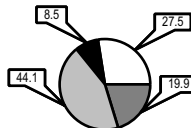
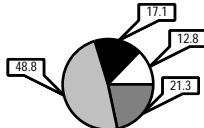
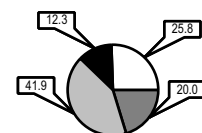
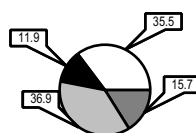
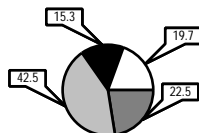
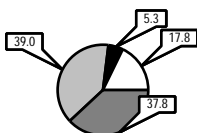
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	230	97.4	11.7	32.0	48.5	7.8	68.4	Yes	Yes
Gender									
Male	116	98.3	13.6	37.9	45.6	2.9	60.2	N/A	N/A
Female	114	96.5	9.7	26.2	51.5	12.6	76.7	N/A	N/A
Racial/Ethnic Group									
White	103	99.0	8.8	28.6	52.7	9.9	74.7	Yes	Yes
African American	110	95.5	16.0	38.0	40.0	6.0	58.0	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	0.0	9.1	81.8	9.1	100.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	197	98.5	10.2	29.4	52.0	8.5	72.9	N/A	N/A
Disabled	33	90.9	20.7	48.3	27.6	3.4	41.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	97.4	11.7	32.0	48.5	7.8	68.4	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	97.3	11.9	32.2	48.0	7.9	67.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	138	95.7	16.1	35.5	42.7	5.6	62.1	Yes	Yes
Full-pay meals	92	100.0	4.9	26.8	57.3	11.0	78.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	230	98.7	12.0	49.0	21.6	17.3	57.7	Yes	Yes
Gender									
Male	116	99.1	16.5	47.6	16.5	19.4	54.4	N/A	N/A
Female	114	98.2	7.6	50.5	26.7	15.2	61.0	N/A	N/A
Racial/Ethnic Group									
White	103	100.0	7.6	38.0	29.3	25.0	70.7	Yes	Yes
African American	110	97.3	17.8	55.4	15.8	10.9	42.6	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	0.0	72.7	9.1	18.2	81.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	197	100.0	8.9	50.3	22.3	18.4	60.9	N/A	N/A
Disabled	33	90.9	31.0	41.4	17.2	10.3	37.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	98.7	12.0	49.0	21.6	17.3	57.7	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	98.7	12.3	48.5	21.6	17.6	56.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	138	97.8	18.3	53.2	19.0	9.5	46.0	Yes	Yes
Full-pay meals	92	100.0	2.4	42.7	25.6	29.3	75.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	230	100.0	27.5	44.1	19.9	8.5	28.4
Gender							
Male	116	100.0	28.8	44.2	17.3	9.6	26.9
Female	114	100.0	26.2	43.9	22.4	7.5	29.9
Racial/Ethnic Group							
White	103	100.0	21.7	38.0	28.3	12.0	40.2
African American	110	100.0	35.6	47.1	12.5	4.8	17.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	9.1	45.5	27.3	18.2	45.5
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	197	100.0	25.1	46.4	19.0	9.5	28.5
Disabled	33	100.0	40.6	31.3	25.0	3.1	28.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	27.5	44.1	19.9	8.5	28.4
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	28.0	43.0	20.3	8.7	29.0
Socio-Economic Status							
Subsidized meals	138	100.0	36.4	46.5	12.4	4.7	17.1
Full-pay meals	92	100.0	13.4	40.2	31.7	14.6	46.3

Social Studies							
All Students	230	100.0	18.0	40.3	28.0	13.7	41.7
Gender							
Male	116	100.0	17.3	46.2	22.1	14.4	36.5
Female	114	100.0	18.7	34.6	33.6	13.1	46.7
Racial/Ethnic Group							
White	103	100.0	8.7	39.1	33.7	18.5	52.2
African American	110	100.0	28.8	42.3	19.2	9.6	28.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	0.0	36.4	45.5	18.2	63.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	197	100.0	15.1	40.8	29.1	15.1	44.1
Disabled	33	100.0	34.4	37.5	21.9	6.3	28.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	18.0	40.3	28.0	13.7	41.7
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	18.4	40.6	27.1	14.0	41.1
Socio-Economic Status							
Subsidized meals	138	100.0	24.8	46.5	17.8	10.9	28.7
Full-pay meals	92	100.0	7.3	30.5	43.9	18.3	62.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	239	99.6	7.7	25.8	58.9	7.7	66.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	230	97.4	11.7	32.0	48.5	7.8	56.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	239	100.0	11.9	48.6	30.0	9.5	39.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	230	98.7	12.0	49.0	21.6	17.3	38.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	239	100.0	29.0	41.0	24.8	5.2	30.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	230	100.0	27.5	44.1	19.9	8.5	28.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	239	99.6	16.2	46.7	26.2	11.0	37.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	230	100.0	18.0	40.3	28.0	13.7	41.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 486)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	5.2%	No change	2.7%	2.8%
Attendance rate	96.7%	Up from 96.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%	Down from 2.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Down from 2.5%	0.0%	0.0%
Eligible for gifted and talented	4.7%	Up from 2.9%	12.0%	10.4%
On academic plans	N/A	N/AV	33.6%	33.6%
On academic probation	N/A	N/AV	1.3%	1.0%
With disabilities other than speech	6.9%	Down from 8.1%	8.3%	7.5%
Older than usual for grade	3.3%	Down from 4.8%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	55.2%	Up from 51.7%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.8%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.3%	Up from 81.8%	88.3%	87.3%
Teacher attendance rate	93.4%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$41,475	Up 3.0%	\$43,011	\$42,485
Prof. development days/teacher	31.4 days	Up from 23.1 days	13.5 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.6 to 1	18.8 to 1	18.6 to 1
Prime instructional time	89.2%	Down from 91.1%	89.8%	89.7%
Dollars spent per pupil*	\$6,086	Up 24.6%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	59.0%	Down from 59.6%	64.1%	64.0%
Percent of expenditures for instruction*	62.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	60.2%	Down from 73.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students at Shaw Heights Elementary School completed another great school year. Our academic successes may be attributed to a commitment to high expectations for learning and social development. In the English Language Arts (ELA) portion of the Palmetto Achievement Challenge Test (PACT) for 2005, 92.4% of our third grade students met the standard, and 88.7% of them met the standard in mathematics.

Through the use of instructional computer programs at school and at home, students in second and third grades gained knowledge in reading, math, and the skills necessary for them to succeed in the 21st century. After-school tutoring is offered for students who need additional assistance in reading and mathematics. An after-school challenge program is offered to provide enrichment activities designed to promote inquiry learning, encourage higher level thinking skills, and develop students' problem solving strategies.

The teachers, school-wide coach, resource teacher, and both administrators continue to attend study groups and workshops designed to promote and implement reading and writing lessons based on best practices for instructional delivery.

We are excited to announce that Shaw Heights Elementary has been honored as a Palmetto Silver Award winning school. The Palmetto Silver Award is given to schools with high levels of absolute performance and high levels of improvement. Our students and teachers continue to set high expectations and achieve high levels of academic achievement.

Our success may be attributed to the dedication of our faculty and staff. Shaw Air Force Base personnel, community members, and parents are also dedicated to the success of our students. They volunteer a great deal of time and effort working with our teachers and students to provide for our needs. The faculty and staff of Shaw Heights Elementary work well with the community, and we are proud to be part of it.

Helen Lee, Principal

Latasha Robertson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	193	114
Percent satisfied with learning environment	100.0%	93.2%	80.2%
Percent satisfied with social and physical environment	100.0%	88.4%	86.8%
Percent satisfied with school-home relations	95.2%	88.8%	77.5%

*Only students at the highest elementary school grade level at this school and their parents were included.